

# Exhibit

# Q

Test Date(s): 06/18

[illegible]



ID: Z138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Score

Test Date(s): 06/18,

your score on the examination is 100%. This indicates that you performed at the highest level on the examination. The following table provides a breakdown of your performance by organ system/topic.

Organ System/Topic  
Percent Correct Score

Performance data is provided for the organ system/topic areas. The data indicates that you performed at the highest level on the examination. The following table provides a breakdown of your performance by organ system/topic.

Organ System/Topic  
Percent Correct Score

Organ System/Topic	Low Performance	Average Performance	High Performance
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**Organ System/Topic**

Gastrointestinal System

Diagnosis of GI disorders and management of GI disorders

Cardiovascular and Respiratory System

Female Reproductive System and Endocrine System

**Physician Task**

Applying Foundational Clinical Skills

History

Health Maintenance and Disease Prevention and Management

**Site of Care**

Ambulatory

Emergency Department

Inpatient

**Patient Group**

Adult

Elderly

**SUBJECT EXAMINATION PROGRAM****PSYCHIATRY EXAMINATION****EXAMINEE PERFORMANCE PROFILE REPORT****NBM**

ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Score

Test Date(s): 06/26

**Score Interpretation Guide for Examinees**

The enclosed performance report is for subject examination scores only. It is not a self-assessment. NBM's subject examination scores are calculated based on the clinical sciences questions of the examination. The scores are based on the step 2 clinical knowledge of the United State Medical Licensing Examination. The scores are reviewed by a panel of experts and are representative of the scores of the examinees. The scores may be broadly approximate as part of overall examinee assessment. The scores are subject to change between subject examination content and could be subject to change. The scores are not a test score.

**Subject Examination Scores**

The subject examination scores are calculated based on the total number of correct answers. The scores are calculated as a percentage of the total number of questions. The scores are based on the examinee's performance on the test. The scores are statistically adjusted for variations in test difficulty. The scores are used to compare examinee performance over time.

The subject examination scores are placed in a table. The table is used as a reference tool for comparing your performance with the scores of other examinees. The scores are used for end-of-clinical assessment.

For event administration, the scores are placed in a table. The table is used for medical schools were approved. The scores are placed in a table.

**Precision of Scores**

The scores are presented in a table. The scores are based on the examinee's performance. The scores are statistically adjusted for variations in test difficulty. The scores are used to compare examinee performance over time.

Using the SEMI, the precision of the scores is calculated. The scores are based on the examinee's performance. The scores are statistically adjusted for variations in test difficulty. The scores are used to compare examinee performance over time.

## SUBJECT EXAMINATION PROGRAM

**PSYCHIATRY EXAMINATION**

# EXAMINEE PERFORMANCE PROFILE REPORT

# NBM

.D: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of Medicine

Total Equated Percent Correct Score

Test Dates;: 06/26

Our scores shown above. The Department will provide information regarding the performance of first-time takers from local states. For example, the Department will provide information regarding the performance of first-time takers from local states. For example, the Department will provide information regarding the performance of first-time takers from local states.

Performance bands indicate a range of relative performance. A band that is labeled "top" indicates that the performance band reflects the best or highest performance. A band that is labeled "bottom" indicates that your performance band extends below the best performance. Performance bands are based on a relatively small number of items. The number of items in the calculation of each band is displayed. If two bands overlap, performance in the associated measurement category is so good that the two bands overlap, or so poor that more than one band applies. The label in the band indicates the performance level.

Organ System/Topic	Low Performance	Average Performance	High Performance
Psychiatric Disorders			
Anxiety Disorders			
Mood Disorders			
Substance Use Disorder			
Diseases of the Nervous System			
<b>Physician Task</b>			
Diagnosis (including differential diagnosis)			
Pharmacotherapy (including management)			
<b>Site of Care</b>			
Inpatient			
Emergency Department			
<b>Patient Group</b>			
Male			
Female			
Older Adult			

**SUBJECT EXAMINATION PROGRAM****FAMILY MEDICINE MODULAR CORE EXAMINATION****EXAMINEE PERFORMANCE PROFILE REPORT****NBM**

ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

FamC Equated Percent Correct Score

Test Date(s): 07/28

**Score Interpretation Guide for Examinees**

The enclosed performance report lists your subject examination score and provides information for your self-assessment. NBME subject examinations provide medical students with a tool for measuring their knowledge in the clinical sciences. Questions on the examinations were written and reviewed by national test committees. Questions are reviewed by a panel of course directors representing the content of each examination. The examinations are designed to be broadly appropriate as part of overall examinee assessment. Course objectives vary by institution, and congruence between subject examination content and course objectives should be considered when interpreting test scores.

**Subject Examination Scores**

The subject examination score is an equated percent correct score that represents the proportion of the content domain assessed that was answered correctly. It is calculated as a percentage of items in the total content domain that were answered correctly by an examinee's proficiency level on the test. The subject examination scores are equated to test scores that are statistically adjusted for variations in test form difficulty. Consequently, these scores can be used to compare and track examinee performance over time.

The subject examination scores are placed on a percent correct method to facilitate interpretation. This score is a useful tool for comparing your performance with that of a national representative group of examinees. It is not a pass/fail score. The score is a useful tool for comparing your performance with that of a national representative group of examinees. It is not a pass/fail score. The score is a useful tool for comparing your performance with that of a national representative group of examinees. It is not a pass/fail score.

For recent administrations, the mean and standard deviation for the examination scores for NBME subject examinations for medical schools were approximately 77 and 7, respectively. For recent administrations, the mean and standard deviation for the examination scores for NBME subject examinations for medical schools were approximately 77 and 7, respectively.

**Precision of Scores**

Measurement error is present on all tests, and the standard error of measurement (SEM) provides an index of the precision of the scores. The SEM indicates how far the score would vary if the examination were repeated. The SEM is approximately 4 for this examination.

Using the SEM, it is possible to calculate a score interval that indicates how much the score would vary if the examination were repeated. For example, if the observed score is 75, the score would vary by approximately 4 points in either direction. Therefore, the score interval is 71 to 79. The score would vary by approximately 4 points in either direction. Therefore, the score interval is 71 to 79. The score would vary by approximately 4 points in either direction. Therefore, the score interval is 71 to 79.

**SUBJECT EXAMINATION PROGRAM****FAMILY MEDICINE MODULAR CORE EXAMINATION****EXAMINEE PERFORMANCE PROFILE REPORT****NBM**

ID: 2138

FamC Equated Percent Correct Score

Name: Zangara Jason Andrew

Test Date(s): 07/28,

665060 - Caribbean Medical University School of Medicine

Your score is shown above. The performance profile provides information regarding your content area performance compared to the performance of first-time takers from LCME-accredited medical schools who took the examination as a final certification examination under standard testing conditions. The vertical line represents the mean performance of this comparison group.

Performance bands indicate areas of relative strength and weakness. Some bands are wider than others. The width of a performance band reflects the precision of measurement. Wider bands indicate greater uncertainty. Striped shading of a band indicates that your performance band extends beyond the displayed portion of the chart. Because many of the content areas are based on a relatively small number of items, small differences in the location of a band should not be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as similar. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lower Performance	Average Performance	High Performance
<b>Organ System/Topic</b>			
Musculoskeletal System and Skin & Subcutaneous Tissue			
Cardiovascular and Respiratory Systems			
<b>Physician Task</b>			
Chronic Care			
Health Maintenance, Pharmacotherapy, Intervention, & Management			
Diagnosis, including Foundational Science Concepts			
<b>Patient Group</b>			
Pediatric (0 - 17)			
Adult (18 - 65)			
Older Adult (66 and older)			

**SUBJECT EXAMINATION PROGRAM****MEDICINE EXAMINATION****EXAMINEE PERFORMANCE PROFILE REPORT****NBM**

ID: 2138

Name: Zangara Jason Andrew

665060 - Caribbean Medical University School of M

Total Equated Percent Correct Sc

Test Date(s): 08/01

**Score Interpretation Guide for Examinees**

The enclosed performance report into your subject examination score and provides a self-assessment. NBME subject examinations provide the examinee with a test of clinical sciences. Questions on the examinations were written and reviewed by an panel committees preparing state and Step 2 Clinical Knowledge (CK) of the United States Medical Licensing Examination (USMLE). Prior to publication, test items were reviewed by a panel of course directors representing the content of each examination. Although the examination is designed to be broadly appropriate as part of overall examinee assessment of course objectives and assessment of the congruency between subject examination content and course objectives, it could be considered a test score.

**Subject Examination Scores**

The subject examination score is an equated percent correct score that represents the examinee's performance on the examination. It is calculated as a percentage of items in the test content domain that were answered correctly. The score is statistically adjusted to variation in test form difficulty. These scores are used to compare and contrast examinee performance over time.

The subject examination scores are placed on a standard score metric to provide a useful tool for comparing your performance with that of a national representative sample of examinees. This score provides a useful tool for comparing your performance with that of a national representative sample of examinees.

For recent administrations, the mean and standard deviation for the examinee scores on the NBME subject examination were approximately 75 and 9, respectively.

**Precision of Scores**

Measurement error is present in all tests, and the standard error of measurement (SEM) indicates how far the score you earn on the examination is likely to vary. For this examination, the SEM is approximately 4.

Using the SEM, it is possible to calculate a score interval that indicates the range of scores that might be obtained on a given true score. For example, if the score you earned on the examination is 75, the score you could have earned on the examination is 71 and 79 (75 - 4 and 75 + 4).



**SUBJECT EXAMINATION PROGRAM****MEDICINE EXAMINATION****EXAMINEE PERFORMANCE PROFILE REPORT****NBM**

ID: 2138

Total Equated Percent Correct Score

Name: Zangara Jason Andrew

Test Date(s): 08/0

665060 - Caribbean Medical University School of Medicine

Your score is shown above. The performance profile provides information regarding your content area performance in comparison to the performance of first-time takers from LCME-accredited medical schools who took the examination as a final examination examination under standard testing conditions. The vertical line represents the highest performance in this comparison group.

Performance bands indicate areas of relative strength and weakness. Some bands will be striped shading. The width of a performance band reflects the precision of measurement. A lower band indicates a less precise measurement. A striped shading indicates that your performance band extends beyond the displayed portion of the scale. Because the bands are based on a relatively small number of items, small differences in the location of your band should not be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as similar. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lower Performance	Average Performance	High Performance
<b>Organ System/Topic</b>			
Immune System and Blood and Lymphatic System			
Cardiovascular System			
Respiratory System			
Gastrointestinal System			
Female & Male Reproductive Systems and Endocrine System			
Diseases of Skin and the Nervous and Musculoskeletal System			
<b>Physician Task</b>			
Applying Foundational Science Knowledge			
Diagnosis			
Health Care Delivery, Management, and the Role of the Physician			
<b>Site of Care</b>			
Ambulatory			
Emergency Department			
In-Patient			
<b>Patient Group</b>			
Adult			
Geriatric			
Neonatal, Pediatric, and Adolescent			